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Trials and Tribulations of Tutorials

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RESEARCH QUESTIONS

How do librarians experience the process of creating online tutorials?
How does this experience impact their work?

METHODS

- 6 semi-structured focus groups on Zoom
- 40 academic librarians from a variety of colleges and universities
- collaborative open coding in Dedoose using a grounded theory approach



"Expected is a funny word. I don't think people have any idea sometimes how long this stuff takes. In fact, I was talking to the dean about the need to update something.

And he said, oh, can you have it done next week? And I was like, no. No. That's not possible. I mean, a quick LibWizard, yes, but not for, like, one of our bigger ones. So, I don't know if there's a breakdown on expectation."



TRIALS AND TRIBULATIONS OF TUTORIALS

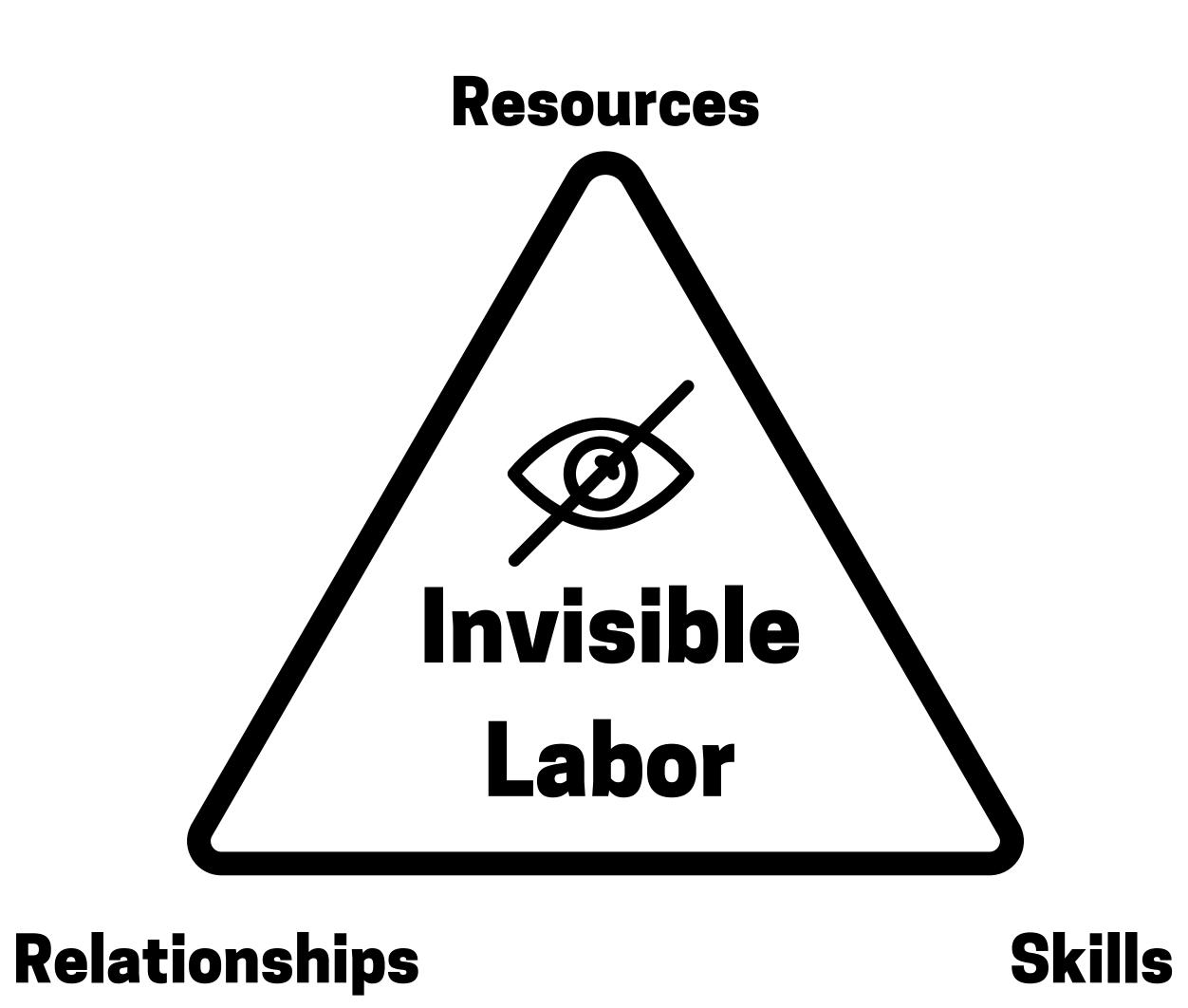
Online tutorials have become a regular and important part of library instruction. During the pandemic there was an increase in the number of online tutorials created by libraries, as librarians shifted their approach to working with students. Having to adapt to the increasing changes in digital pedagogy left some librarians at a disadvantage. While some institutions had the resources to adapt quickly, other institutions did not. In order to understand the limitations of tutorial creation, one must understand the "pain points" or the difficulties some institutions and individuals go through in creating tutorials.

PRELIMINARY FINDINGS

Creating tutorials is a time-consuming, labor-intensive process that requires librarians to marshall resources, build relationships, and constantly develop their own skillset.

Much of that labor—along with the considerable knowledge, creativity, and intelligence focus group participants brought to this work—was rendered invisible within their organizational contexts.

There is a spiral effect of that invisibility, as it makes the resources and relationships needed to do the work well harder to come by, and prevents librarians from engaging in the types of planning and cross-institutional collaboration that could make their work more efficient.





"I have to interject and say that because so much of our labor as librarians becomes invisible, I just want to point out that narration is a skill. And each of us has probably practiced and learned it, so that just needs to be named."



CONCLUSION

The stories librarians shared with us about how they experienced the process of creating tutorials revealed larger structural issues with librarian labor more generally—how access to resources, relationships, and skills often go misunderstood, undervalued, and unrecognized.

As we continue to code and synthesize focus group data, we will look to understand how the identified issues raise larger questions about how they intersect with feminized labor concerns.

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